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ABSTRACT

Instruction for faculty/staff members on the needs assessment task force to lead others in preparing, administering, and collecting questionnaires is contained in this guide, one of twelve documents describing the Career Planning Support System (CPSS) and its use. (CPSS is a comprehensive guidance program management system designed to provide information for local high schools to design, implement, and evaluate an upgraded career guidance programs. CPSS describes how existing activities can be brought into an integrated systematic approach for the delivery of career guidance services which would enable teachers, counselors, students, and community members to decide on a specific program to be followed.) This procedural guide is separated into four major sections, each section providing procedural steps to be carried out by one team during surveying. Separate steps are described for student, parent, graduate, and faculty/staff questionnaire teams; some steps involve managerial tasks and others involve team-oriented tasks. (Information gathered on the questionnaires is intended for use in determining the direction of the school's career guidance program.) (TA)

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ASSESSING NEEDS: SURVEYING

A PROCEDURAL GUIDE FOR TEAM LEADERS

CAREER PLANNING SUPPORT SYSTEM

by

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

As a leader of one of the four questionnaire teams that comprise the Needs Assessment Task Force, you will be responsible for all of the tasks associated with the administration of questionnaires to either students, graduates, parents, or faculty/staff. It is upon the information gathered on the questionnaires that the Steering Committee will base its decisions about goals for your school's new career guidance program. Because the information you gather ultimately will determine the direction of your new program, administering the questionnaires to collect that information is an extremely important activity in the Career Planning Support System.

Once it has been collected, the information will have to be tabulated and displayed on tables that should facilitate the Steering Committee's understanding of it. Your task force most likely will tabulate results, and the chart on the next page should help you understand the timing of surveying and tabulation activities. However, don't concern yourself with tabulation until the coordinator directs you. Procedures for tabulation are in another procedural guide.

The remainder of this procedural guide is separated into four major sections, each section providing procedural steps to be carried out by one team during surveying. In your capacity as team leader, you will be responsible for seeing that each procedural step outlined in the section provided for your team gets done. It is necessary that you familiarize yourself with the steps for your team only. The Student Questionnaire Team is responsible for (1) preparing the Student Questionnaire, (2) giving both the Student and Parent Questionnaires to the teachers who will administer them, and (3) collecting completed Student Questionnaires. The Parent Questionnaire Team will prepare the Parent Questionnaire and will collect completed ones. The Graduate Questionnaire Team will prepare and administer the Graduate Questionnaire and conduct follow-up procedures that should increase the return rate of the questionnaires. Some of the steps involve managerial tasks and others involve team-oriented tasks. It is up to your discretion as to whether a particular procedural step is completed by yourself or by the team members working with you. Because CPSS is a system and future tasks in the system are so dependent upon the outcomes of your efforts, major deviations from the steps outlined for your team should not be made without the approval of the CPSS coordinator.

The procedural sections for your team can be found on the following pages of this guide:

Student Questionnaire Team — page 7

Parent Questionnaire Team — page 10

Graduate Questionnaire Team — page 12

Faculty/Staff Questionnaire Team — page 17

NEEDS ASSESSMENT

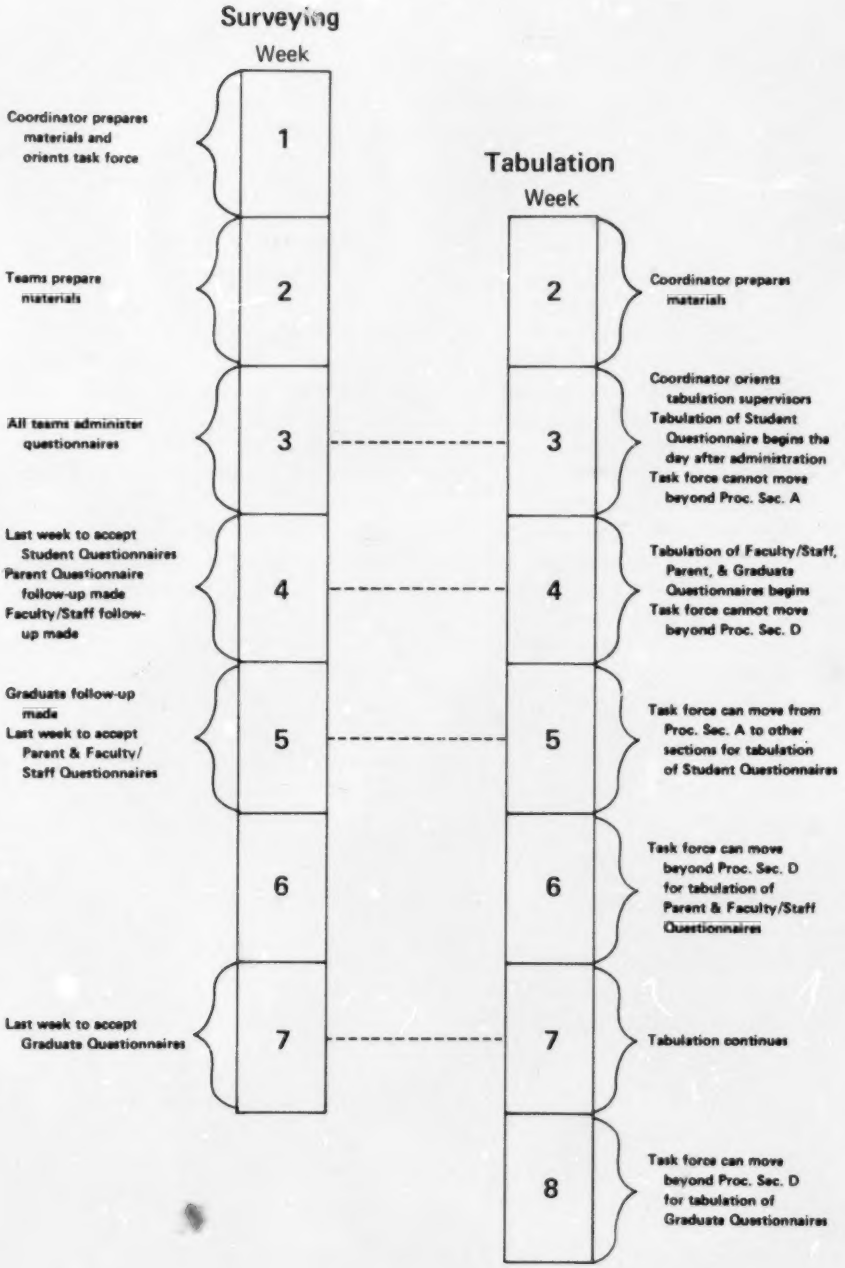
Surveying
Week
1
2
3
4
5
6
7
Coordinator prepares materials and orients task force
Teams prepare materials
All teams administer questionnaires
Last week to accept Student Questionnaires
Parent Questionnaire follow-up made
Faculty/Staff follow-up made
Graduate follow-up made
Last week to accept Parent & Faculty/ Staff Questionnaires
Last week to accept Graduate Questionnaires
Tabulation
Week
2
3
4
5
6
7
8
Coordinator prepares materials
Coordinator orients tabulation supervisors
Tabulation of Student Questionnaire begins the day after administration
Task force cannot move beyond Proc. Sec. A
Tabulation of Faculty/Staff, Parent, & Graduate Questionnaires begins
Task force cannot move beyond Proc. Sec. D
Task force can move from Proc. Sec. A to other sections for tabulation of Student Questionnaires
Task force can move beyond Proc. Sec. D for tabulation of Parent & Faculty/Staff Questionnaires
Tabulation continues
Task force can move beyond Proc. Sec. D for tabulation of Graduate Questionnaires

Chart showing an efficient integration of surveying and tabulation during the same time period. (Dashed lines indicate points at which completed questionnaires can be passed to those doing tabulation.)

STUDENT QUESTIONNAIRE TEAM PROCEDURES

Step 1 Receive the following materials from the CPSS coordinator.

A. Student Questionnaires (Form No. 1)

B. Administration directions: Student and Parent Questionnaires (Form No. 1A)

C. A list of Student Questionnaire administrators and the number of students in each administrator's class

Step 2 Receive the Parent Questionnaire envelopes from the Parent Questionnaire Team leader after they have been prepared. Each of these envelopes should contain one Parent Questionnaire (Form No. 2), one Parent Questionnaire cover letter (Form No. 2A), and (if your school is using it) one parent brochure (Form No. 2B). There should be one envelope for each of the students who will be administered the Student Questionnaire.

Step 3 Prepare a packet of materials for each teacher who will be administering the Student Questionnaire.

A. Include the following items in each packet of materials.
   1. One Student Questionnaire for each of the students in the administrator's class (this number should appear on the list of administrators), plus a few extra copies
   2. One Parent Questionnaire envelope for each of the students in the administrator's class, plus a few extra copies
   3. One copy of the administration directions

B. Label each administrator's packet with his/her name.

Step 4 Prepare for the meeting you and your team will have with the Student Questionnaire administrators by reading the questionnaire and administration directions. Contemplate questions you think students taking the questionnaire may ask the administrators.

Step 5 Arrange a meeting to prepare the teachers who are going to administer the Student Questionnaire. This meeting should take place one week before the questionnaires are to be administered.

A. Consider showing AV-1 and AV-2 for a general orientation if the administrators have not already seen these presentations.

B. Give each administrator the packet of materials for his or her class.

C. Read over the administration directions (Form No. 1A) with the administrators. Emphasize that it is important that their administration of the questionnaires be as

similar as possible to both each other's administration and to the administration directions. A slow, clear presentation of the questionnaires is essential. Discuss any questions the administrators may have.

D. Read through the questionnaire items with the administrators. Discuss the questionnaire, emphasizing any questions you think the students might ask the administrators to explain.

E. Ask the administrators to administer the Student Questionnaires to students absent on the day others receive them. Those questionnaires will be picked up by members of the team one week after the day of initial administration.

F. Make sure the administrators understand that their students will return completed Parent Questionnaires to them. Parent Questionnaires will be picked up from the administrators by members of the Parent Questionnaire Team two weeks after the administrators send them home with students.

Step 6 Deliver any remaining packets to those administrators who missed the meeting and familiarize them with the Students Questionnaire administration procedures.

Step 7 On the same day the questionnaires are administered, collect the completed Student Questionnaires from the administrators. (The administrators will keep enough unused questionnaires to administer to students absent on this day.)

Step 8 Secure the completed questionnaires in a safe place to maintain confidentiality, allowing only the individuals involved in tabulating to have access to them.

A. Separate all Student Questionnaires by grade level and put the questionnaires for each grade into separate containers.

B. Identify each container with labels similar to the one illustrated below, filling in only the grade level space on each container.

CAREER PLANNING SUPPORT SYSTEM
STUDENT QUESTIONNAIRE

CONFIDENTIAL

Grade Level _____

_____ _____
(No. of students who completed the questionnaire) (Date)

_____ _____
(Container no.) of (Total no. of containers)

Step 9 Approximately one week after the initial administration, pick up the questionnaires completed by students absent on the day of administration.

A. Place these Student Questionnaires in the appropriate containers.

B. Complete the remaining portions of the container labels.

Step 10 Notify the CPSS coordinator of the completion of the student data collection effort and return to him/her all unused materials and this procedural guide. Also give him/her the completed questionnaires in their containers.

PARENT QUESTIONNAIRE TEAM PROCEDURES

Step 1 Receive the following materials from the CPSS coordinator.

A. Parent Questionnaires (Form No. 2)

B. Parent Questionnaire cover letters (Form No. 2A)

C. Parent brochures (Form No. 2B), optional

D. Business-size envelopes

E. A list of Student Questionnaire administrators and the number of students in each administrator's class

Step 2 Prepare an envelope of materials for the parents or guardians of each student in the school.

A. Stuff a business-size envelope for each student's parent with one each of the following.
   1. Parent Questionnaire (Form No. 2)
   2. Parent Questionnaire cover letter (Form No. 2A)
   3. Parent brochure, if your school is using one (Form No. 2B)

Step 3 Deliver these Parent Questionnaire envelopes to the Student Questionnaire Team leader as soon as possible.

Step 4 One week after the distribution of the Parent Questionnaire (which takes place on the day of Student Questionnaire administration), make an announcement reminding students to return the completed Parent Questionnaires as quickly as possible if they have not done so already. Make available copies of the Parent Questionnaire materials to students who either lost theirs or never received one.

Step 5 Two weeks after the distribution of the Parent Questionnaire, collect all completed Parent Questionnaires from the teachers who administered the questionnaire. (The names of these teachers can be found on the list of Student Questionnaire administrators.)

Step 6 Secure the completed Parent Questionnaires in a container and allow only the individuals involved in tabulating to have access to them. Use a label similar to the one illustrated below to identify the container and fill in the blank spaces.

CAREER PLANNING SUPPORT SYSTEM
PARENT QUESTIONNAIRE

CONFIDENTIAL

_____

(Date)

_____

(No. of parents who
completed the questionnaire)

Step 7 Notify the CPSS coordinator of the completion of the parent data collection effort and return to him/her all unused materials and this procedural guide. Also give him/her the completed Parent Questionnaires in their containers.

GRADUATE QUESTIONNAIRE TEAM PROCEDURES

Step 1 Receive the following materials from the CPSS coordinator.

A. Graduate Questionnaires (Form No. 3)

B. Graduate cover letters (Form No. 3A)

C. Graduate Questionnaire follow-up letters (Form No. 3B)

D. Graduate rosters (Form No. 3C)

E. Business-size envelopes imprinted with the school's address as the return address

F. An equal number of smaller envelopes that will fit inside the larger ones and that are addressed to the school

G. Postage for both envelopes

Step 2 Select a representative sample of 100 graduates.

A. Obtain a list of the names and addresses of those who graduated from your school last year.

B. If the number of graduates is 100 or less, go on to Step 3. (Your sample, in this case, will be all graduates.)

C. If the number of graduates is more than 200, identify questionnaire participants by using a random sample to increase the chances that the information you collect will be representative of all graduates, while keeping the work at a manageable level. The procedure in Substeps 1 through 6, below, will indicate how to choose this sample. (Technically, this is actually a systematic sample but it closely approximates a random sample.) The example on page 10 may help you.

1. Look through the list of graduates and select any name in the middle of the list. There should be no reason for you to select this name other than that it is somewhere in the middle of the list. Place an asterisk (*) next to this name.
2. Count down eleven names from the name you selected and circle that name.
3. Count down eleven names from the one you circled and circle that name, also.
4. Repeat this circling process, using every eleventh name, until you have circled 100 names. If you reach the bottom of the list before having circled 100, continue counting from the top again.
5. If an eleventh name has been previously circled, circle the next name not yet circled, then continue counting.
6. The persons whose names have been circled are your sample.

D. If the number of graduates is 100 - 200, follow the procedures in Substeps 1 - 6 above but eliminate every name circled until you have 100 remaining. Those remaining are your sample.

NOTE: The number eleven was chosen for use in selecting a sample because very few schools have more than 1,100 graduates per year. Thus, by using the number eleven, the persons selecting the sample are assured of moving through the entire list at least once. If your school does have more than 1,100 graduates on the list, choose a larger number that will get you through the entire list at least once.

Step 3 Prepare the Graduate Questionnaire roster (Form No. 3C).

A. Write in the year those in your sample graduated at the top of the form in the space after "Class of 19 ."

B. In the space provided on the roster, write in the names and addresses of all graduates in your sample.

C. In the column marked "Identification Number," number all the names consecutively from 1 to 100. Make sure no individuals have been assigned the same number. These numbers will be used to identify those persons who have not returned a completed questionnaire so that a follow-up questionnaire can be mailed to them.

EXAMPLE:

Arpino
Ayers
Baker
Barrett
Beavers
Benson
Bobst
Brink
Celina
Czother
Dumford
Dugley
.
.
.
.
.
.
Macey
McGuire
*Miller
Morrison
Pagorski
Parsons
Poole
Reppel
Rogers
Rutz
Schwartz
Seum
Shea
Skiver
Smith
Suddendorf
Theall
Tottle
Vanmeter
Ward
Wells
Woodson
Wooley
Wyley
Yarnell
Zimmerman

Step 4 Prepare the Graduate Questionnaire mailing.

A. Address the business-size envelopes with the names and addresses of those on the Graduate Questionnaire roster.

B. Write "Please Forward" on each of the large envelopes.

C. On the small envelopes, which should already have the school's name and address printed on them as both the addressee and return addressee, write or stamp "CPSS" in the lower left corner.

D. Affix the proper postage to each large business-size envelope. This postage should be large enough to cover whatever is required to mail one business-size envelope, one small return envelope, one cover letter, and one Graduate Questionnaire.

E. Affix the proper postage to each small business-size return envelope. This postage should be large enough to cover one small envelope and one Graduate Questionnaire.

F. Number the Graduate Questionnaires consecutively from 1 to 100 in the upper right corner. These numbers will be used to identify those persons who have not returned a completed questionnaire so that a follow-up questionnaire can be mailed to them.

Step 5 Place the Graduate Questionnaires in the appropriate Graduate Questionnaire envelopes.

A. Order the Graduate Questionnaires from 1 to 100.

B. Order the addressed large business-size envelope in the same order as the Graduate Questionnaires. In other words, the name on the first envelope should appear next to No. 1 on the Graduate Questionnaire roster, the name of the second envelope next to No. 2 on the roster, and so forth.

C. Place each Graduate Questionnaire in the envelope that has been matched to it.

D. After you have placed a Graduate Questionnaire in an envelope, place a check mark in the roster column labeled "Questionnaire Sent" after the person's name and address.

Step 6 Complete the remainder of the Graduate Questionnaire mailing by placing the following items into each of the addressed envelopes already stuffed with one questionnaire.

A. Graduate Questionnaire cover letter (Form No. 3A)

B. Stamped, return-addressed envelope

Step 7 Mail the envelopes. It is recommended that all Graduate Questionnaires be mailed at one time. Record the date of mailing in the appropriate space on the Graduate Questionnaire roster. Then give the Graduate Questionnaire roster to the CPSS coordinator, who will be monitoring the return of the Graduate Questionnaires.

Step 8 Approximately two weeks after the initial mailing of the Graduate Questionnaire, receive the Graduate Questionnaire roster from the CPSS coordinator.

Step 9 Prepare the Graduate Questionnaire follow-up mailing.

A. Make a check mark in the "Follow-up" column of the Graduate Questionnaire roster beside the name and address of each person who has not returned a questionnaire. In other words, a check mark should be put in the "Follow-up" column for each person who does not have a check mark in the "Questionnaire Received" column.

B. Add the number of check marks appearing in the "Follow-up" column to determine the number of follow-up letters that have to be sent. If you were not given enough materials for the follow-up mailing, notify the CPSS coordinator.

C. Prepare another set of materials to be sent to each person on the follow-up list, including another copy of the Graduate Questionnaire (Form No. 3), a copy of the Graduate Questionnaire follow-up letter (Form No. 3B), and a stamped return-addressed envelope. Weigh this set of materials in a business-size envelope or ask the CPSS coordinator how much postage is required and affix the proper amount of postage on each set of envelopes. It is not necessary to number any of the Graduate Questionnaires in the follow-up mailing.

Step 10 Mail the second set of Graduate Questionnaires to those people who did not return the initial Graduate Questionnaire sent to them and write the date of the follow-up mailing on the Graduate Questionnaire roster.

Step 11 Return the roster and all other materials, including this procedural guide, to the CPSS coordinator.

FACULTY/STAFF QUESTIONNAIRE TEAM PROCEDURES

Step 1 Receive the following from the CPSS coordinator.

A. Faculty/Staff Questionnaires (Form No. 4)

B. Faculty/Staff cover letters (Form No. 4A)

Step 2 Prepare a roster that lists the names of all faculty/staff members who are to receive questionnaires. Include all full- and part-time teachers, counselors, administrators, psychologists, social workers, nurses, and all other specialists and supervisors.

Step 3 Paper-clip together a cover letter (Form No. 4A) and a Faculty/Staff Questionnaire (Form No. 4) for each faculty/staff member on your roster.

Step 4 Place a Faculty/Staff Questionnaire and cover letter in the mailbox of each faculty/staff member on your roster.

Step 5 Serve as monitor of the roster and the returned questionnaires.

A. Set up a box or some other container to receive the completed questionnaires at the collection point indicated in the Faculty/Staff Questionnaire cover letter.

B. Attach the roster to, or near to, the container so that faculty/staff members can initial their names as they turn in their questionnaires.

C. Help insure that faculty/staff members initial the roster next to their names as they return their completed surveys by stationing a member of the team near the box to tell them or by placing a sign with those instructions on it near the box.

Step 6 Pick up the completed questionnaires each day and put them in a secure place.

Step 7 One week after the distribution of the Faculty/Staff Questionnaires, contact individually the faculty/staff members who have not returned their completed questionnaires. Give each of them another copy of the questionnaire if necessary.

Step 8 Two weeks after the initial distribution of the Faculty/Staff Questionnaire, secure the completed questionnaires in a safe place and allow only the individuals involved in tabulating to have access to them.

A. Put all completed Faculty/Staff Questionnaires in one container.

B. Identify the container with a label similar to the one illustrated on the next page.

CAREER PLANNING SUPPORT SYSTEM
FACULTY/STAFF QUESTIONNAIRE

CONFIDENTIAL

_____

(No. of questionnaires completed)

_____

(Date)

C. Fill in the label with the appropriate information.

Step 9 Notify the CPSS coordinator of the completion of the faculty/staff data collection effort and return to him/her all materials, including this procedural guide. Also give him/her the completed Faculty/Staff Questionnaires.